

The Holocaust Commission of the United Jewish Federation of Tidewater

THE 2016 ELIE WIESEL WRITING COMPETITION FOR STUDENTS

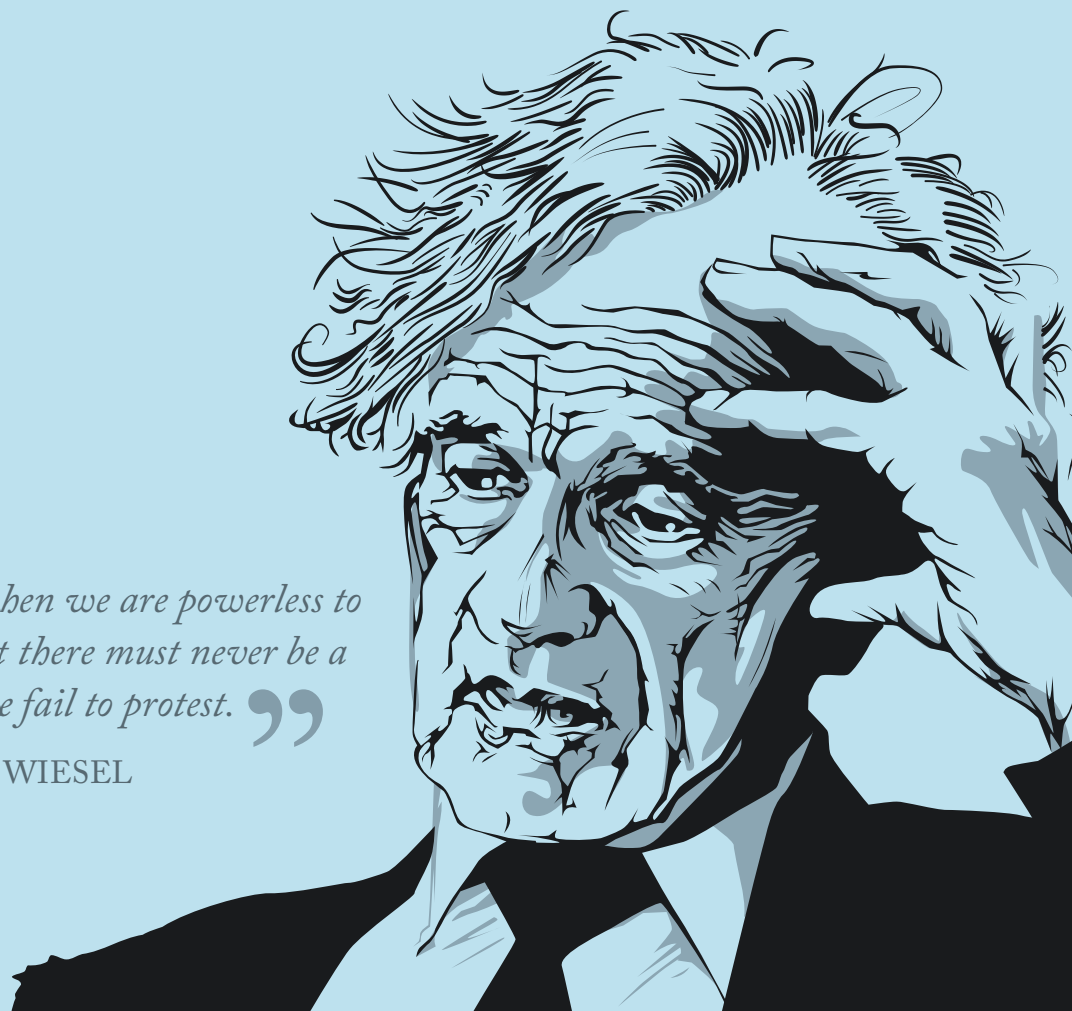
Sponsored by THE SIMON FAMILY
FOUNDATION

THE 2016 ELIE WIESEL VISUAL ARTS COMPETITION FOR STUDENTS

Sponsored by TOWNE BANK
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“*There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest.*”

– ELIE WIESEL



THE 2016 ELIE WIESEL WRITING & VISUAL ARTS COMPETITIONS

Sponsored by the Holocaust Commission of the United Jewish Federation of Tidewater

OUR GOAL

The Holocaust Commission is dedicated to encouraging students to learn about the Holocaust and apply its myriad lessons to their lives. The Commission wants students to learn about the true nature of moral courage, the dangers of all types of prejudice, peer pressure, unthinking obedience to authority, and indifference to the suffering of others.

Each year the competitions, open to middle and high school students, honor Elie Wiesel, the Romanian-born Jewish writer, Nobel Laureate, and Holocaust survivor who has written 57 books, many of which deal with powerful Holocaust themes.

DIVISIONS

Junior Division: Grades 6 – 8

Senior Division: Grades 9 – 12

AWARDS & HONORS *Prizes will be awarded in each category and division*

First Place: \$175

Second Place: \$125

Third Place: \$75

*“I did not ask myself, Should I do this? But, How will I do this?
Every step of my childhood had brought me to this crossroad;
I must take the right path, or I would no longer be myself.”*

—Irene Gut Opdyke, In My Hands: Memories of a Holocaust Rescuer

COMPETITION DEADLINES

WRITING & MULTIMEDIA ENTRIES

ALL writing and multimedia competition entries must be received
by 4:00pm, Friday, February 26, 2016.

VISUAL ARTS ENTRIES

Visual arts entries will be accepted from
9:00am – 4:00pm, Monday – Friday, March 14 – 25, 2016.

WHY SHOULD MY STUDENTS PARTICIPATE?

- It is vital that students learn the lessons of the Holocaust and apply them to their own lives. Prejudice of every type, as well as the dangers of unrestrained peer pressure, unthinking obedience to authority, and indifference to the suffering of others, are still widespread in our world. It is essential that young people develop the courage necessary to defeat these evils, for their own sakes and for the protection of our democratic values.
- The competition provides direct correlation with multiple SOL standards (*see page 4 of the booklet*).
- The competition provides students the opportunity to participate in a prestigious contest with both financial and academic rewards.
- Your school will benefit from our rewards program(*see page 15 of the booklet*).

WHAT WILL HAPPEN TO WINNING ENTRIES?

- Winning visual arts and multimedia entries will be on display at the annual commemoration of Yom Hashoah, Holocaust Day of Remembrance, to be held Wednesday, May 4, 2016, at 6:45pm, at Temple Israel in Norfolk.
- Winning written entries will be reproduced and distributed at the Yom Hashoah commemoration.
- Winning and notable art entries, will be on display at the Old Dominion University Virginia Beach Higher Education Center from May 10 through May 31, 2016. There will be a reception honoring the students on Wednesday, May 18, from 5:00 – 7:00pm.
- Winning entries in all categories and divisions will be posted on the Holocaust Commission website, www.holocaustcommission.org.

DIRECTIONS FOR TEACHERS

- **Copy and distribute the Background Information on page 5 and the appropriate entry form from this booklet to your students.**
- Note that the entry forms and questions vary by age and category. Combined with the Background Information, these sheets contain everything pertinent for entry.
- Collect your students' entries, making sure they prepare two complete copies of all writing entries, with no names identifying them on anything but their entry forms.
- Multimedia and 2- and 3-Dimensional art entries should also contain no identifying information, and should have two entry forms.
- Deliver the entries to the Holocaust Commission by the deadlines noted on the entry forms.



THE HOLOCAUST
COMMISSION

"[We must] envision the ramifications of turning a blind eye to human suffering to better understand the importance of bystander intervention."

—Professor Annette Finley-Croswhite, Old Dominion University

SOL SKILLS CORRELATION

This competition can assist you in preparing your students for the SOL by addressing the following SOL skills for Social Studies, Language Arts/English, and Visual Arts.

SOCIAL STUDIES SOL SKILLS

USII.1, USII.7, WHII.1, WHII.11, WHII.12, VUS.1, VUS.11

- Identify, analyze, and interpret primary source documents, records and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase the understanding of events and life in the United States
- Evaluate the authenticity, authority, and credibility of sources
- Formulate historical questions and defend findings based on inquiry and interpretation
- Develop perspectives of time and place, including the construction of maps and various time lines of events, periods and personalities in American history
- Communicate findings (orally and) in analytical essays and/or comprehensive papers
- Develop skills in (discussion, debate, and) persuasive writing with respect to enduring issues, and determine how divergent viewpoints have been addressed and reconciled
- Examine the Holocaust and other examples of genocide in the twentieth century
- Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time
- Interpret the significance of excerpts from famous speeches and other documents

LANGUAGE ARTS/ENGLISH SOL SKILLS

6.3, 6.5, 6.7, 6.9; 7.2, 7.3, 7.5, 7.7, 7.9; 8.3, 8.5, 8.7, 8.9; 9.2, 9.4, 9.6, 9.8; 10.2, 10.4, 10.6, 10.8; 11.2, 11.4, 11.6, 11.8; 12.2, 12.4, 12.6, 12.8

- Read and understand information from varied sources
- Apply knowledge of resources in preparing written (and oral) presentations
- Credit the sources of both quoted and paraphrased ideas
- Use writing to interpret, analyze, and evaluate ideas
- Develop narrative, literary, expository, and technical writings to inform, explain, analyze, or entertain
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing
- Collect, evaluate, and organize information
- Use print, electronic databases, and online resources to access information

VISUAL ARTS SOL SKILLS

- Create works of art that are original and represent personal expression
- Define and practice ethical procedures when producing works of art
- Demonstrate skill in preparing and displaying works of art
- Art can have diverse values and meanings
- Art can have symbolic and metaphorical meanings
- Art is a reflection of time, place, and culture
- Art making needs a well-developed knowledge base which benefits from art, other subject areas, and personal and real world experience

MULTIMEDIA SOL SKILLS

- Demonstrate knowledge of technology's ethical, cultural, and societal procedures
- Demonstrate knowledge of technologies that support collaboration, personal pursuits, and productivity
- Use technology tools to create and communicate for individual and/or collaborative projects
- Display responsible use of technology systems, information, and software, including fair use and copyright regulations

BACKGROUND INFORMATION For All Students

Irene Gut Opdyke was Polish and Catholic, only 17 years-old when the war began. She grew up in a small town 6 kilometers from the German border. Her parents were her role models. Irene said of them, “they were generous and kind to everyone...Gypsies, wounded animals, out-of-luck neighbors, sick strangers...they welcomed them all... I was taught not to hate. I was raised that we are not alone in the world, that we are all sisters and brothers.”

In mid-1939, Irene left home to study nursing. When Hitler’s army invaded her country, starting WWII, she faced a horrible situation. First the Russians captured her, but after several months she managed to escape. A year later, she was captured by the Germans. By 1942, Irene was forced to work for the Nazis at an ammunition factory in Ternopol, Poland. There she served meals in the officers’ dining room attached to the factory, and was in charge of the laundry facility. She befriended the Jewish laundry workers sent from the local *Arbeitslager*, or work camp, and stole food from the dining room for them. While serving dinner to the officers, she eavesdropped on their conversations and was able to forewarn the workers of raids and scheduled deportations of Jews to concentration or death camps.

By the spring of 1943 the Nazis began to speed up their actions against the Jews. Irene knew she had to find a way to

hide her friends from the laundry before they were sent to death camps.

“I did not ask myself, *Should I do this?* But, *How will I do this?* Every step of my childhood had brought me to this crossroad; I must take the right path, or I would no longer be myself.”

Irene saw the warning signs and knew of the terrible risk to her and her family, yet she was courageous and helped save many Jews during the war. In her own words, “You must understand that I did not become a resistance fighter, a smuggler of Jews, a defier of the SS and the Nazis all at once. One’s first steps are always small: I had begun by hiding food under a fence.”

Irene was a hero. She was an ordinary young girl, who when faced with impossible circumstances, responded with extraordinary acts. She made a choice to stand up for social justice and live by her own moral compass. This young woman was determined to deliver her friends from evil. It was as simple and as impossible as that.

Irene’s story is documented in her memoir, *In My Hands: Memories of a Holocaust Rescuer*. You can find out more about her online at www.ireneopdyke.com, or by searching 'Irene Gut Opdyke' on www.pbs.org or www.google.com.

RECOMMENDED WEBSITES FOR FURTHER INFORMATION:

www.holocaustcommission.org

www.holocaust-trc.org

www.holocaust-history.org

www.facing.org

www.ushmm.org

www.wiesenthal.com

www.yadvashem.org

www.bxscience.edu/holocaust/Holocaust.htm

www.motlc.wiesenthal.com

www.fcit.usf.edu/holocaust/timeline/timeline.htm

www.holocaustcenterbuff.com

http://iwitness.usc.edu/SFI/

www.theholocaustexplained.org

The Holocaust Commission hopes that thinking about the lessons of the Holocaust in the preparation of your entry will strengthen your inner voice of moral courage.

The correct entry form for the category and division must be completed and signed, and two copies of it must accompany all entries.

Additional entry forms and copies of these guidelines can be found online at the Elie Wiesel Competition link at www.holocaustcommission.org.

JUDGING CRITERIA

Judging will be based on creativity, craftsmanship, presentation, composition, originality, and how well your work addresses the task. Do not put your name or any other identifying information on your work, other than on the detachable entry form.

NOTIFICATION OF WINNERS

ALL competition winners will be notified by email no later than **Monday, April 11, 2016.**

RETURN POLICIES OF ENTRIES

Written Entries

Written entries will not be returned.

Multimedia entries

Multimedia entries will not be returned.

Non-Award Winning Artwork

Because we are unable to provide long term storage for the visual arts entries, all non-award winning and non-art show selected pieces **MUST** be picked up at the UJFT office (5000 Corporate Woods Drive, Suite 200, Virginia Beach) between **April 18 – 22, 2016**, unless other arrangements are made in writing. Any non-award winning artwork **NOT** picked up by **4:00pm** on **April 22** becomes property of the Holocaust Commission.

Old Dominion University Higher Education Center Exhibit Artwork

Details regarding pick-up of the winning artwork, and other artwork selected for the Old Dominion University exhibit, will be provided to participants when they are notified of their entries' selection for the exhibit.

While we use the utmost care in handling art entries, neither the Holocaust Commission nor the United Jewish Federation of Tidewater can be held responsible for damage to artwork.

THE 2016 ELIE WIESEL WRITING COMPETITION

Junior Division, Grades 6 – 8

Presented by the Holocaust Commission of the United Jewish Federation of Tidewater

STUDENT ENTRY FORM

Two copies of this form must accompany all entries to the Elie Wiesel Writing Competition, Junior Division, grades 6–8. Additional entry forms and copies of these guidelines can be found online at the Elie Wiesel Competition link at www.holocaustcommission.org.

ALL ENTRIES SHOULD BE MAILED OR DELIVERED TO:

Holocaust Commission
Elie Wiesel Holocaust Competitions
5000 Corporate Woods Drive, Suite 200
Virginia Beach, VA 23462

For more information, contact Elena Baum at info@holocaustcommission.org or by phone at 757-965-6129.

Student Name _____ Gender ☐ M ☐ F Grade _____
First Middle Initial Last

Home Address _____
Street City Zip Code

Home Phone _____ Student's Email _____

School Name _____ School Phone _____

Teacher's Name _____ Teacher's Email _____

Category (circle one) Essay Poetry

Activity (circle one) Question 1 Question 2 (see back of entry form)

Title of Entry _____

I understand the guidelines of the 2016 Elie Wiesel Competitions. This work is my original effort, created for this competition. I understand that the Holocaust Commission reserves the right to reproduce, publish, exhibit, and /or use any/all entries for publicity.

Student Signature _____ Date _____

Junior Division Writing Competition Deadline | 4:00 pm, Friday, February 26, 2016

STUDENT DIRECTIONS

JUNIOR DIVISION WRITING COMPETITION

Select one of the following questions to answer. For your essay or poem, reflect on the Background Information about Irene Gut Opdyke on page 5 of this booklet, as well as your knowledge of the Holocaust.

There Is No Profile For Rescuers—It Could Have Been You

The attitudes of many Europeans towards the Jews during the Holocaust ranged from cold indifference to overt hostility. They watched as their former neighbors were rounded up and killed. Some collaborated with the perpetrators; many boycotted Jewish businesses and benefited from the confiscation of Jewish property.

In a time of societal moral collapse, there was a small minority of rescuers, people known as Righteous Gentiles, who showed extraordinary courage to uphold human values. Individuals like Irene Gut Opdyke chose to protect Jews by hiding them, smuggling food, creating false papers, and more, regardless of the risk.

Rescuers were simply human beings who cared about the people around them, and refused to stand by and do nothing as Jews were being persecuted and killed. Often they never planned to become

rescuers, and were totally unprepared for the moment when they had to make an instinctive decision to do the right thing.

Rescuers had no specific profile, ranging from influential diplomats to simple citizens of any age or gender. In many countries, helping a Jew often meant arrest and even death for them and their families. Both rescuers and the rescued lived under constant fear of discovery, as there was always the ever present danger of being denounced by neighbors or other collaborators.

Saving Jews was within the capacity of ordinary people throughout Nazi occupied Europe. However difficult and frightening, some found the courage to become rescuers, demonstrating that freedom to make the right and moral choices existed. The choices of Righteous Gentiles teach us that every person can make a difference.

QUESTION #1

Select someone from history, literature, or your personal life that you deem “righteous;” someone who faced risks and chose to stand up for what is right. How has that person inspired and influenced you to form your own moral compass?

QUESTION #2

What lessons can you learn from Irene Gut Opdyke's story? How can you apply these lessons to help you make a difference in promoting social justice for all humanity? How does one person make a difference? Describe a time in your life when you have chosen to stand up to oppose an injustice, even though there were risks.

HOW DO I SUBMIT MY ENTRY?

- You must submit two copies of your entry.
- Staple each copy to a completed and signed entry form. Additional copies of this form can be found at the Elie Wiesel Competition link at www.holocaustcommission.org.
- DO NOT place your name on your entry, but DO put the question number you choose on BOTH ENTRY FORMS AND ALL ENTRY PAGES.
- All entries must be double spaced and in 12 point font. Limit: THREE pages.

Junior Division Writing Competition Deadline | 4:00 pm, Friday, February 26, 2016

THE 2016 ELIE WIESEL WRITING COMPETITION

Senior Division, Grades 9 – 12

Presented by the Holocaust Commission of the United Jewish Federation of Tidewater

STUDENT ENTRY FORM

Two copies of this form must accompany all entries to the Elie Wiesel Writing Competition, Senior Division, grades 9-12. Additional entry forms and copies of these guidelines can be found online at the Elie Wiesel Competition link at www.holocaustcommission.org.

ALL ENTRIES SHOULD BE MAILED OR DELIVERED TO:

Holocaust Commission
Elie Wiesel Holocaust Competitions
5000 Corporate Woods Drive, Suite 200
Virginia Beach, VA 23462

For more information, contact Elena Baum at info@holocaustcommission.org or by phone at 757-965-6129.

Student Name _____ Gender ☐ M ☐ F Grade _____
First Middle Initial Last

Home Address _____
Street City Zip Code

Home Phone _____ Student's Email _____

School Name _____ School Phone _____

Teacher's Name _____ Teacher's Email _____

Category (circle one) Essay Poetry

Activity (circle one) Question 1 Question 2 (see back of entry form)

Title of Entry _____

I understand the guidelines of the 2016 Elie Wiesel Competitions. This work is my original effort, created for this competition. I understand that the Holocaust Commission reserves the right to reproduce, publish, exhibit, and/or use any/all entries for publicity.

Student Signature _____ Date _____

Senior Division Writing Competition Deadline | 4:00 pm, Friday, February 26, 2016

STUDENT DIRECTIONS

SENIOR DIVISION WRITING COMPETITION

Select one of the following questions to answer. For your essay or poem, reflect on the Background Information about Irene Gut Opdyke on page 5 of this booklet, as well as your knowledge of the Holocaust.

There Is No Profile For Rescuers—It Could Have Been You

The attitudes of many Europeans towards the Jews during the Holocaust ranged from cold indifference to overt hostility. They watched as their former neighbors were rounded up and killed. Some collaborated with the perpetrators; many boycotted Jewish businesses and benefited from the confiscation of Jewish property.

In a time of societal moral collapse, there was a small minority of rescuers, people known as Righteous Gentiles, who showed extraordinary courage to uphold human values. Individuals like Irene Gut Opdyke chose to protect Jews by hiding them, smuggling food, creating false papers, and more, regardless of the risk.

Rescuers were simply human beings who cared about the people around them, and refused to stand by and do nothing as Jews were being persecuted and killed. Often they never planned to become

rescuers, and were totally unprepared for the moment when they had to make an instinctive decision to do the right thing.

Rescuers had no specific profile, ranging from influential diplomats to simple citizens of any age or gender. In many countries, helping a Jew often meant arrest and even death for them and their families. Both rescuers and the rescued lived under constant fear of discovery, as there was always the ever present danger of being denounced by neighbors or other collaborators.

Saving Jews was within the capacity of ordinary people throughout Nazi occupied Europe. However difficult and frightening, some found the courage to become rescuers, demonstrating that freedom to make the right and moral choices existed. The choices of Righteous Gentiles teach us that every person can make a difference.

QUESTION #1

Select someone from history, literature, or your personal life that you deem “righteous;” someone who faced risks and chose to stand up for what was right. How has that person inspired and influenced you to form your own moral compass?

QUESTION #2

With respect to the lessons of the Holocaust, how can an individual respond to correct the injustices, prejudices, and discriminations in today’s society? Your response should be specific and give relevant examples from history and current events.

HOW DO I SUBMIT MY ENTRY?

- You must submit two copies of your entry.
- Staple each copy to a completed and signed entry form. Additional copies of this form can be found at the Elie Wiesel Competition link at www.holocaustcommission.org.
- DO NOT place your name on your entry, but DO put the question number you choose on BOTH ENTRY FORMS AND ALL ENTRY PAGES.
- All entries must be double spaced and in 12 point font. Limit: THREE pages.

Senior Division Writing Competition Deadline | 4:00 pm, Friday, February 26, 2016

THE 2016 ELIE WIESEL VISUAL ARTS COMPETITION: 2- AND 3-DIMENSIONAL ART

Junior Division, Grades 6 – 8 | Senior Division, Grades 9 – 12

Presented by the Holocaust Commission of the United Jewish Federation of Tidewater

STUDENT ENTRY FORM

Two copies of this form must accompany all entries to the Elie Wiesel Visual Arts Competition. Additional entry forms and copies of these guidelines can be found online at the Elie Wiesel Competition link at www.holocaustcommission.org.

Division (circle one)

Junior (Grades 6 – 8)

Senior (Grades 9 – 12)

ALL ENTRIES SHOULD BE MAILED OR DELIVERED TO:

Holocaust Commission
Elie Wiesel Holocaust Competitions
5000 Corporate Woods Drive, Suite 200
Virginia Beach, VA 23462

For more information, contact Elena Baum at info@holocaustcommission.org or by phone at 757-965-6129.

Student Name _____ Gender ☐ M ☐ F Grade _____
First Middle Initial Last

Home Address _____
Street City Zip Code

Home Phone _____ Student's Email _____

School Name _____ School Phone _____

Teacher's Name _____ Teacher's Email _____

Title of Entry _____

Medium used _____ Weight _____

Dimensions (height/width/depth) _____

I understand the guidelines of the 2016 Elie Wiesel Competitions. The Holocaust Commission of the United Jewish Federation of Tidewater is not responsible for any damage to my art entry. This work is my original effort, created for this competition. I understand that the Holocaust Commission reserves the right to reproduce, publish, exhibit, and/or use any/all entries for publicity.

Student Signature _____ Date _____

*Junior & Senior Visual Arts Competition Deadline | entries will be accepted from
9:00am – 4:00pm, Monday – Friday, March 14 – 25, 2016*

STUDENT DIRECTIONS

JUNIOR & SENIOR DIVISION

VISUAL ARTS COMPETITION: 2- AND 3- DIMENSIONAL ART

Divisions will be judged separately, with prizes in each age group. Be sure to read the Background Information about Irene Gut Opdyke on page 5 of this booklet before choosing one of the activities below and creating your work. Note that Visual Arts entries must include a brief artist's statement of under 100 words.

There Is No Profile For Rescuers—It Could Have Been You

The attitudes of many Europeans towards the Jews during the Holocaust ranged from cold indifference to overt hostility. They watched as their former neighbors were rounded up and killed. Some collaborated with the perpetrators; many boycotted Jewish businesses and benefited from the confiscation of Jewish property.

In a time of societal moral collapse, there was a small minority of rescuers, people known as Righteous Gentiles, who showed extraordinary courage to uphold human values. Individuals like Irene Gut Opdyke chose to protect Jews by hiding them, smuggling food, creating false papers, and more, regardless of the risk.

Rescuers were simply human beings who cared about the people around them, and refused to stand by and do nothing as Jews were being persecuted and killed. Often they never planned to become rescuers, and were totally unprepared for the moment when they had to make an instinctive decision to do the right thing.

Rescuers had no specific profile, ranging from influential diplomats to simple citizens of any age or gender. In many countries, helping a Jew often meant arrest and even death for them and their families. Both rescuers and the rescued lived under constant fear of discovery, as there was always the ever present danger of being denounced by neighbors or other collaborators.

Saving Jews was within the capacity of ordinary people throughout Nazi occupied Europe. However difficult and frightening, some found the courage to become rescuers, demonstrating that freedom to make the right and moral choices existed. The choices of Righteous Gentiles teach us that every person can make a difference.

ACTIVITY #1

Using your chosen medium, develop a work of art which invests your viewers emotionally in your thoughts on courage, after contemplating Irene Gut Opdyke's story or the stories of others who have chosen to stand up for what was right.

ACTIVITY #2

There was no profile for rescuers during the Holocaust. It could have been you. Reflect on this statement, and discussion on this page, and create an original work of art depicting this theme.

SPECIFICS

- Two-dimensional artwork should be matted but not framed, and mounted on a firm support such as foam core or wood, making sure that the piece is rigid.
- Mounted work will be hung with Velcro or bank pins, which means that work, front and back, must be well attached.
- Charcoal, pencil, or pastels that are submitted need to be sprayed with a fixative to prevent transfer and smudges.
- Image size, including mat, must be a minimum size of 8" x 10" and not exceed 36" x 36".
- Three-dimensional artwork cannot exceed a maximum weight of 40 pounds and total exterior measurements of 80 inches.
- Sculptures with bases must be attached and supported securely.
- Entrants must include a typed artist's statement (not to exceed 100 words) on an 8 ½" by 11" piece of paper.
- Copies of the artist's statement should be stapled to the two entry forms. DO NOT put your name on your artist's statement or sign your artwork.

HOW DO I SUBMIT MY ENTRY?

- You must submit TWO copies of your completed and signed Entry Form and artist's statement with your artwork. Additional copies of this form can be found under the Elie Wiesel Competition link at www.holocaustcommission.org.
- Winning entries in the Visual Arts category will be moved from the judging site to display sites. Please consider the sturdiness of your entry and how well it will travel.
- All entries must be original and created solely for this competition.

*Junior & Senior Visual Arts Competition Deadline | entries will be accepted from
9:00am – 4:00pm, Monday – Friday, March 14 – 25, 2016*

THE 2016 ELIE WIESEL VISUAL ARTS COMPETITION – MULTIMEDIA

Junior Division, Grades 6 – 8 | Senior Division, Grades 9 – 12

Presented by the Holocaust Commission of the United Jewish Federation of Tidewater

STUDENT ENTRY FORM

*Two copies of this form **per entrant** must accompany all multimedia entries to the Elie Wiesel Visual Arts Competition. Additional entry forms and copies of these guidelines can be found online at the Elie Wiesel Competition link at www.holocaustcommission.org.*

Division (circle one)

Junior (Grades 6 – 8)

Senior (Grades 9 – 12)

ALL ENTRIES SHOULD BE MAILED OR DELIVERED TO:

Holocaust Commission
Elie Wiesel Holocaust Competitions
5000 Corporate Woods Drive, Suite 200
Virginia Beach, VA 23462

For more information, contact Elena Baum at info@holocaustcommission.org or by phone at 757-965-6129.

Student Name _____ Gender ☐ M ☐ F Grade _____
First Middle Initial Last

Home Address _____
Street City Zip Code

Home Phone _____ Student's Email _____

School Name _____ School Phone _____

Teacher's Name _____ Teacher's Email _____

Co-entrants ☐ Yes (If yes, please provide names) ☐ No

Name _____

Name _____

Title of Entry _____

Format of Entry (see list on reverse) _____

I understand the guidelines of the 2016 Elie Wiesel Competitions. The Holocaust Commission of the United Jewish Federation of Tidewater is not responsible for any damage to my entry. This work is my original effort, created for this competition. I understand that the Holocaust Commission reserves the right to reproduce, publish, exhibit, and/or use any/all entries for publicity.

Student Signature _____ Date _____

Junior & Senior Visual Arts Competition – Multimedia Deadline | 4:00 pm, Friday, February 26, 2016

STUDENT DIRECTIONS

JUNIOR & SENIOR DIVISION

VISUAL ARTS COMPETITION: MULTIMEDIA

Divisions will be judged separately, with prizes in each age group. Be sure to read the Background Information about Irene Gut Opdyke on page 6 of this booklet before choosing one of the activities below and creating your work. Note that Visual Arts entries must include a brief artist's statement of under 100 words.

There Is No Profile For Rescuers—It Could Have Been You

The attitudes of many Europeans towards the Jews during the Holocaust ranged from cold indifference to overt hostility. They watched as their former neighbors were rounded up and killed. Some collaborated with the perpetrators; many boycotted Jewish businesses and benefited from the confiscation of Jewish property.

In a time of societal moral collapse, there was a small minority of rescuers, people known as Righteous Gentiles, who showed extraordinary courage to uphold human values. Individuals like Irene Gut Opdyke chose to protect Jews by hiding them, smuggling food, creating false papers, and more, regardless of the risk.

Rescuers were simply human beings who cared about the people around them, and refused to stand by and do nothing as Jews were being persecuted and killed. Often they never planned to become rescuers, and were totally unprepared for the moment when they had to make an instinctive decision to do the right thing.

Rescuers had no specific profile, ranging from influential diplomats to simple citizens of any age or gender. In many countries, helping a Jew often meant arrest and even death for them and their families. Both rescuers and the rescued lived under constant fear of discovery, as there was always the ever present danger of being denounced by neighbors or other collaborators.

Saving Jews was within the capacity of ordinary people throughout Nazi occupied Europe. However difficult and frightening, some found the courage to become rescuers, demonstrating that freedom to make the right and moral choices existed. The choices of Righteous Gentiles teach us that every person can make a difference.

ACTIVITY #1

Using your chosen format, develop a multimedia entry which invests your viewers emotionally in your thoughts about the courage to intervene to prevent injustice or human suffering, after contemplating Irene Gut Opdyke's story or the stories of others who have chosen to stand up for what was right.

ACTIVITY #2

Create an original multimedia entry exploring the statement: "There is no profile for rescuers; it could have been you," and the subsequent discussion on this page.

SPECIFICS

A multimedia entry is an artistic submission that is viewed or listened to in a maximum of five (5) minutes. It can include the use of media, such as movies, music, lighting, or animation. Text and/or other forms of artistic expression/communication, such as dance, may be incorporated into an audio/visual presentation. Any PowerPoint entries must be self-advancing.

HOW DO I SUBMIT MY ENTRY?

- Only one entry per student will be accepted, and no more than three participants may work together on an entry. Each student in a group must submit two copies of his/her own entry form.
- Each entrant must include a typed artist's statement (not to exceed 100 words) on an 8 ½" by 11" piece of paper.
- Copies of the artist's statement should be stapled to two entry forms. DO NOT put your name on the artist's statement.
- If your entry is an original song, you must incorporate its lyrics into the visual portion of your entry.
- Acceptable video formats for multimedia entries: AVI, DVD, MP4, MOV, or WMV. All formats (doc, docx, ppt, pptx, etc...) should be compatible with Microsoft Office 2007-2010.
- Your entry should be the only file located on the DVD, CD, or Flash Drive you submit. (These will not be returned.)
- Copyright-protected sources must be cited, including books, magazines, websites, and works of art, among others.
- Entries must be original and created solely for this competition.

Junior & Senior Visual Arts Competition - Multimedia Deadline | 4:00 pm, Friday, February 26, 2016

REWARDS FOR CLASSROOM TEACHERS!

Earn Books or Art Supplies for your classroom simply by submitting your students' work.

All teachers who submit at least 25 student entries will receive a classroom set of books (limit one set per teacher) or a \$100 gift certificate for classroom art supplies. For the classroom book set, circle one from the options listed below, or name another book relating to teaching the Holocaust or tolerance, and your request will be considered. For the art supplies gift certificate, select from among the choices listed below or enter another name for consideration.

Fill in the information below, and return this page with your students' entries.

If you teach smaller classes, please contact the Holocaust Commission regarding the number of entries needed to qualify. All entries must meet competition guidelines. We will deliver or mail the books or gift certificate to you at your school.

Circle one title from the following:

MIDDLE SCHOOL BOOKS

1. *Escape*, Allan Zullo
2. *Black Radishes*, Susan Lynn Meyer
3. *Friedrich*, Hans Peter Richter
4. *Hana's Suitcase*, Karen Levine
5. *Jacob's Rescue*, Malka Drucker
6. *Night*, Elie Wiesel
7. *Number the Stars*, Lois Lowry
8. *Six Million Paper Clips*, Peter W. Schroeder & Dagmar Schroeder-Hildebrand
9. *The Mozart Question*, Michael Morpurgo
10. *Tunes for Bears to Dance To*, Robert Cormier

HIGH SCHOOL BOOKS

1. *Gentlehands*, M.E. Kerr
2. *I Have Lived A Thousand Years*, Livia Bitton Jackson
3. *The Cunning of History*, Richard E. Rubenstein
4. *Night*, Elie Wiesel
5. *Sevek and The Holocaust: The Boy Who Refused To Die*, Sidney Finkel
6. *In My Hands: Memories of a Holocaust Rescuer*, Irene Gut Opdyke
7. *Survival in Auschwitz*, Primo Levi
8. *Clara's War*, Clara Kramer
9. *The Shawl*, Cynthia Ozick
10. *All But My Life*, Gerda Weissmann Klein

Name of Teacher _____

Name of School _____

School Address _____

School Telephone _____

Subject _____ Grade _____ Class size _____

Email Address _____

I would prefer _____ (#) copies of _____ by _____

ART SUPPLY OPTIONS

- ☐ *AC Moore*, www.acmoore.com ☐ *Michaels*, www.michaels.com ☐ *Utrecht*, www.utrecht.com
- ☐ *Jerry's Artarama*, www.jerrysartarama.com ☐ I would prefer a \$100 gift certificate from _____

“Just as despair can come to one
only from other human beings,
hope, too, can be given to one only
by other human beings.”

– ELIE WIESEL

